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Communication of Gifted Students with Teachers at the Stage of Initial Education During Crisis Remote Education from the Perspective of Parents' Survey Results

Abstract

The introduction of remote education during social isolation caused by the Coronavirus pandemic changed the way communication takes place during the learning process. This article describes the results of a survey conducted among parents of gifted pupils aged 7–11. Parents ($N = 712$) completed an electronic questionnaire containing open and closed questions. The research aimed to analyze the process of communication between a gifted student and a teacher in distance education during the pandemic. The study examined the possibilities, conditions, and forms of communication as well as how parents perceive and assess the communication process. The results show that only 26.4% of students have comfortable conditions for communicating in distance learning. The activity of students, contact with teachers and peer relations have deteriorated significantly in relation to traditional education. There was no indication of any systemic support for gifted students, nor any attempts to improve the process of communication between students and teachers.

Keywords: remote education, distance learning, gifted students, mediated communication, COVID-19

> The medium (…) is reshaping and restructuring patterns of social interdependence and every aspect of our personal life. It is forcing us to reconsider and reevaluate practically every thought, every action, and every institution formerly taken for granted. Everything is changing – you, your family, your neighborhood, your education, your job, your government, your relation to "the others." And they are changing dramatically. (McLuhan & Fiore, 2019, pp. 8–9)

Introduction

In remote education, also known as distance education and e-learning, a student works without physical, direct contact with the teacher and classmates, and knowledge is transferred using electronic media (Burns, 2011). Interpersonal communication is replaced by mediated communication[1]. The prerequisites for success of this form of

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[1] One of the most popular ways in which communication is divided is the one according to the type of contact of the broadcaster and recipient of messages, where we can distinguish between interpersonal, intrapersonal, indirect (mediated) and social communication. The first is a kind of contact between two or more people, and "it happens when each of the people involved speaks and listens in a way that maximizes what is personal" (Stewart, 2012, p. 55). The second is conversing with yourself. Indirect communication takes place using media, tools for transmitting information that are a means of communication (Goban-Klas, 2005), e.g., telephones, messengers, e-mails, letters, press, radio, television, books, advertising banners, etc. The last of the types mentioned takes place between groups of people, societies, nations, etc. The second known division relates to the elements of verbal and non-verbal communication, which are interdependent, interact with each other, and which the interlocutors experience together (Stewart, 2012). Verbal communication refers to spoken (oral verbal) and written (non-verbal) language (Stewart, 2012), including mediated and social communication. The non-verbal elements include tone of voice, the pace of speech, volume, gestures, facial expressions, clothing, and objects that surround us. In mediated communication, we experience a strong depletion of non-verbal elements.

teaching include the availability of technology, didactic resources and the IT competences of participants, while this mainly depends on the needs and attitudes of learners (Łangowska-Marcinowska, 2020). The main reasons for using this form of education are the inability to gather students in a specific time and place; a low level of access to traditional education; teaching and learning outcomes that can be achieved through distance education comparable to on-site education; access to content, teachers, and experiences that are not available in traditional education; access to learning regardless of time and place (Burns, 2011). A factor that has not been considered to date and which has become one of the main reasons for switching to distance learning was social isolation related to the COVID-19 pandemic (Romaniuk & Łukasiewicz-Wieleba, 2020c) and the possibility of maintaining the continuity of education.

The rapid transition to distance learning and the lack of adequate preparation for this form of education, both for teachers and students (Ptaszek et al., 2020), in the initial phase, often meant that they experienced yesterday's tools – with yesterday's concepts (McLuhan, 2005). Young people came to be referred to as COVID's lost generation, the COVID-19 generation, lockdown generation or Corona generation (Barford et al., 2021; Daruwala, 2020; International Labour Organization, 2020; Kutwa, 2021) thus characterizing the situation they faced, e.g. limited contacts and direct communication, thus weakening social relations, the need for distance learning, destabilization, an increased sense of loneliness and a decline in mental well-being (Lee et al., 2020).

Gifted Students During a Pandemic

The pandemic seriously affected the process of identifying and educating gifted students[2]. Gifted students are students with special educational needs (Zaremba, 2014), but sometimes the care with which they are provided is limited due to the erroneous belief that if they are gifted, they will cope on their own. Impoverishing the communication process and reducing it to mediated communication drastically limits the ability to see, diagnose and develop students' abilities. The changes implemented to maintain the continuity and quality of education had an impact on various aspects of education processes, e.g., technological possibilities, motivation and teaching methods, relationships and communication. The persons affected were teachers, students and parents. New methods specific to the remote learning and teaching process were developed (Erdem, 2021).

School closure and isolation caused a greater psychological burden among parents, including parents of gifted students who admitted to having more frequent family conflicts. Self-regulation of students' ability to learn was disrupted, and the limitation of direct contact and free movement caused negative effects such as sleep disorders, depression, a feeling of isolation, frustration, and loss of motivation. Gifted students had a negative attitude towards remote learning, which they considered ineffective (Abud, 2021). There was no enrichment of the teaching process and challenges, and parents pointed to the decline in the availability of support and services for gifted students.

However, some possibilities of meeting academic and socio-emotional needs using IT tools and mediated communication were noticed (Romaniuk & Łukasiewicz-Wieleba, 2021; Wolfgang & Snyderman, 2021), reported both by students (Romaniuk & Łukasiewicz-Wieleba, 2020b) and lecturers (Romaniuk & Łukasiewicz-Wieleba, 2020a). Problems with maintaining the attention of gifted students during distance education were observed (Trzcińska-Król, 2020). Gifted students paid attention to communication, technical and time management problems. In the case of gifted students who implemented an individual curriculum and teachers who supervised it, a consensus was noticed about the goals and expectations set, and an evaluation of the teaching process demonstrated that these goals and expectations were realized (Ceylan & Umdu Topsakal, 2021).

Effective attempts were made to reduce the negative impact of the pandemic on the mental health of

[2] Many European countries use different terms and definitions to refer to gifted children and adolescents (European Commission…, 2006). In Poland, there is no legal definition of a gifted student, but legal acts use the term *particularly gifted student* (Giza, 2011; Łukasiewicz-Wieleba, 2018), which is included in the group of people with special educational needs (Rozporządzenie…, 2017).
In theoretical concepts, a gifted student is defined differently depending on the measurement of achievements and personality. In psychological terms, a gifted student is a person with outstanding intellectual abilities. Additionally, attention is paid to the motivation of these students and their temperament. In pedagogical terms, a gifted student has school achievements, exceptionally good grades at school and high-level achievements in competitions. From the pedagogical and psychological perspective, the characteristics of a gifted student are based on their achievements and properties of motivation and social functioning (Giza, 2011). Researchers specialized in gifted individuals have identified four groups of features that characterize gifted students. Among them are general cognitive abilities, special talents in a specific field, creative activity, and leadership skills (Nęcka, 2005).
In pedagogical literature, one of the classic definitions is the one presented by Tadeusz Lewowicki (Lewowicki, 1986), in which a gifted student is characterized as having "a high level of general abilities, intelligence; high level of special abilities, talents; high-level achievements or opportunities for such achievements in science or other fields of socially valuable activity; original and creative achievements or the possibility of such achievements" (Łukasiewicz-Wieleba, 2018).

students with online interventions in Philosophy for Children (P4C), which reduced mental health problems, and the introduction of mindfulness classes (Mindfulness-Based Interventions – MBIs), which helped meet basic mental needs (Malboeuf-Hurtubise et al., 2021). Programs to increase mental resilience in children capable of live online conduct were adapted to address the significant increase in exposure to mental health problems caused by the pandemic (Parrot et al., 2021). The researchers sought to determine which cognitive and emotional needs of gifted students can be identified and satisfied remotely, pointing to the significant role of parents, teachers, and schools' cooperation in this area (AlAli, 2021).

While information and communication technologies proved to be a useful method of working and communicating with gifted students, to be effective they should be used in conjunction with other forms of intervention and educational programs carried out directly (Alqahtani & Alqahtani, 2021). Attempts to measure the effects of the Coronavirus pandemic on gifted students revealed a slight impact on the quality of life in the dimensions measured using the Gifted Students' Quality of Life Scale (QOL-GSS), but this impact depended on the gender of the respondents, the education of the immediate family and standard of living (Erçetin et al., 2021). In some countries, the special educational needs of students were not met, parents felt helpless, and research showed that schools did not have the facilities to operate remote education (Kaur, 2020; Trzcińska-Król, 2020). In others, attempts were made to enrich the curricula and diversify the methods of transferring knowledge, and adopt diverse methods of working with gifted students (Cildir, 2020). Extracurricular education was found to be important during the pandemic, especially in the case of computer science (Panskyi et al., 2021). The main causes of concern for parents were identified, and these occurred regardless of the place in the world. These concerns were disappointment with brief human interaction during the courses, fear about whether students understood the subject, increased burden of annoying adult responsibilities, concern for children's eyesight, doubts about the sufficient detail of teachers' explanations, and concerns about a decline in students' interest and attention in online courses (Cui et al., 2021).

Methodological Arrangements

The research aimed to analyze the process of communication between a gifted[3] student and a teacher in distance education during the pandemic, as seen by parents. The study examined the possibilities, conditions, and forms of communication, as well as how parents perceive and assess the communication process between a gifted student and a teacher.

The reason for addressing this issue is the need to analyze the impact of the pandemic on the process of communication between students and teachers, as well as the desire to encapsulate and understand the changes that take place within it. The adopted perspective of parents of gifted students with special educational needs is rarely considered. Additionally, these children experienced the necessity of remote learning at the beginning of their educational path.

The study used the diagnostic survey method. An electronic questionnaire for students' parents was constructed using the online form available through Google Forms. The survey was addressed to parents of students aged 7–11 and consisted of 33 questions. The questions included 11 regarding housing conditions, four on evaluation of the student's work (including one question about 15 elements of education), seven regarding how a child stood out from peers in academic, social, sports and artistic areas, 11 regarding the child's abilities, and a question about personal details. The survey consisted of closed questions (single and multiple choice) and open questions allowing free expression and in which reasons could be given for the choices made. The collected information was statistically analyzed using the IBM SPSS 27 program.

The research was conducted at the turn of June and July 2021. The questionnaire was sent to primary schools in Poland via e-mail. Parents with more than one child filled in multiple questionnaires accordingly.

Characteristics of the Studied Sample

The participating parents with more than one child were able to fill in multiple questionnaires accordingly. As a result, data on 848 children was obtained. The criterion for recognizing a child as a gifted student was parental nomination. Parents who characterized their child as a gifted student were asked to indicate the areas in which the child's abilities manifested themselves (in terms of learning, sports, artistic fields, and social areas), possible achievements and successes, and participation in activities that developed their abilities, passions and interests.

The study selected a group of 712 parents with children aged 7–11 (table 1), whose children showed abilities or talent. The areas in which children had special abilities declared by the parents were learning (296 responses, 41.6%), sport (270 responses, 39.9%), social competences (175 responses, 24.6%), arts (355 responses, 49.9%) and other fields (72 indications, 10.1%). The abilities were confirmed by the achievements of children in contests (301 responses, 42.3%), competitions (93 responses, 13.1%), tournaments (80 responses, 11.2%), school subject competitions (12 responses, 1.7%) and other similar events (22 responses,

[3] The definition of a gifted student was adopted as formulated by Lewowicki (1986).

Table 1
Age of Respondents' Child

Child's age	*N*	Percentage
7	3	0.4
8	234	32.9
9	238	33.4
10	229	32.2
11	8	1.1
Total	712	100.0

Source: authors' own work.

Table 2
The Person Completing the Survey

	N	Percentage
Mother	649	91.2
Father	55	7.7
Legal guardian	5	0.7
Other person	3	0.4
Total	712	100.0

Source: authors' own work.

3.1%). A lack of documented achievements of the child was declared by 45.1% of parents[4] (321 responses).

Caregivers (mainly mothers 91.2% – table 2) commented on 345 girls (48.5%) and 367 boys (51.5%).

The largest percentage of students were children living in rural areas (261 responses, 36.7%), and a smaller percentage were students living in large cities (200 responses, 28.1%). One in five students lived in a medium-sized city (18.7%, 133 responses). The smallest group was students from small towns (16.6%, 118 responses).

The tutors assessed the material conditions at an average level of 3.89 ($Min = 1$, $Max = 5$, $Me = 4$, $Mo = 4$, $Ske = –0.219$, $K = –0.281$).

The Findings

The starting point for considering communication issues is to identify the environmental conditions. In the sample, 65% (463) of students had their own room, 31.9% (227) shared a room with their siblings, and 2.7% (19) shared their room with the whole family. Most of the respondents (454 people, 63.8%) declared that their children had their own room where they could study. Another significant group (156 people, 21.9%) was people whose children shared a room with their siblings, but still had their own place to study there. Worse conditions, such as the child's own place of study located in the family room (68 people, 9.6%) or the need for the child to share a place of study with siblings (22 people, 3.1%) were declared by one in eight respondents.

However, only 61.5% of students (438 responses) who had their own room during online lessons studied in that room. Other children had their place of study in the family room (17 people), in a room shared with siblings (3 people), shared work with other siblings (one person) or did not have their own place to study in the family home. This distribution of the sample may result from the specificity of the work of children at this school age, and the need to supervise, check, care for or explain to the child any ambiguities caused, for example, by communication barriers accompanying online study.

The technical background of students, the electronic equipment and the type and quality of the Internet connection may also affect the communication process during distance learning. Most of the respondents (459 people, 64.5%) declared that their children had their own computer (desktop or portable). One in five children (151 people, 21.2%) had to share equipment with other family members. A similar number of students (137 people, 19.2%) used mobile devices to communicate with the teacher and peers. A small number of parents were forced to borrow computer equipment for their children (27 people, 3.8%), but there were a few people who did not equip their children with remote learning equipment (4 people, 0.6%).

Most of the children used a permanent connection to the Internet, i.e., via a cable modem or optical fiber (384 people, 53.9%), or a wireless connection, i.e., via a modem to a SIM card (317 people, 44.5%). One in twelve children (57 people, 8%) had to use the Internet via a smartphone. One person declared a complete lack of internet access at home.

The continuity of mediated communication via the Internet can be disrupted by various technical or organizational problems. The respondents mentioned many difficulties that their children encountered, such as transmission problems during communication (406 people, 57%), problems with the internet connection (323 people, 45.4%), problems with hardware and equipment (162 people, 22.8%) or software problems (64 people, 9%). One in five respondents (159 people, 22.3%) stated that their child did not experience any technical problems. One in ten people (68 people, 9.6%) found it problematic that there are situations when all household members want to use the main computer at the same time. It can also be problematic for a child to communicate in a room where another person, siblings, or parents (182 people, 25.6%) are present and communicating. For some of the respondents (122 people, 17.1%) the lack of computer

[4] When writing about documented achievements, the authors mean participation in competitions (e.g., mathematics, languages, art, etc.), tournaments, contests, and competitions on knowledge.

equipment was severe, so the child had to use mobile devices. The respondents also declared other organizational problems impeding communication, such as distractions in the form of renovation, noise, remote work of parents or younger siblings (21 people, 2.9%) and the lack of a permanent place for learning and communication (8 people, 1.1%). Almost a quarter of respondents (169 people, 23.7%) did not declare any organizational problems related to the child's remote education and communication.

The results show that less than half of the respondents' children (324 people, 45.5%) had comfortable conditions for communicating on their own computer and in their own room, while maintaining privacy. This percentage drops (to 188 people, 26.4%) when the need for a sufficient quality internet connection is taken into account in terms of comfort.

The vast majority of teachers (665 people, 93.4%) try to maintain a substitute for normalcy when conducting remote classes and conduct virtual meetings with the classes they teach. Of those who do not (47 people, 6.6%), 19 people transfer the obligation to teach to their parents, 18 people send materials for independent work, and 13 people use the chat[5]. This low percentage of teachers cannot be regarded as caring for high-quality communication with students. Remote classes themselves generate opportunities to reduce the continuity, intensity and quality of communication, and this manifests itself for instance in the lack of mutual stimulation of students (249 people, 35%), avoiding answering the teacher's questions (114 people, 16%), simulated attendance (64 people, 9%) and other problems such as chaos or interfering with the lesson (6 people, 0.8%).

Many teachers conducting virtual meetings with whole classes try to enrich the process of communication with students by using various forms of indirect communication. They send additional materials (269 responses, 40.5%), send tasks to be completed jointly by the student and the parent (255 responses, 38.3%), provide worksheets (201 responses, 30.2%), prepare materials and provide them (91 responses, 13.7%) or record lessons and make them available to children (37 responses, 5.6%).

The lack of direct contacts and the transfer of communication to the virtual space had a significant impact on many aspects of the child's functioning as a student. The analysis with a student's t-test for one sample showed that in the studied sample, the mean of comparative grades of selected elements common for remote and traditional education is statistically significantly lower than the value 3 (the value 3 was assumed as a value indicating that when assessing the elements of education, the parents of gifted students assigned them the value *The same in traditional and remote education* on a five-point scale). The obtained results show that parents assessed contact with teachers, a child's activity, and peer relations more highly in the setting of full-time, traditional education.

The problems identified by parents relating to remote learning, but also disruptions in communication processes included students disrupting lessons, "disconnecting" from an activity, or stress related to technical problems that affect communication with the teacher.

"Easy withdrawal from activity by turning off the camera and microphone" (guardian 832).

"Communication problem with the teacher who did not always hear the questions, the child sometimes did not know what to do" (guardian 855).

"Chaos during the lesson (...) loud conversations, cross-talking – difficulty focusing, feeling lost (what should I do now, what page in the textbook, what task...), additional background noises (younger siblings, but also parents giving instructions to children) – these are definitely not the conditions for learning" (guardian 1281).

"Stress resulting from technical problems – e.g. will the teacher hear?" (guardian 2045).

Parents also noticed the advantages of distance learning and mediated communication, independent of the child's place and health situation, or the need for other adults to care for the child.

"(...) when a child is slightly ill, he or she can attend classes, in order to participate in classes, he or she does not have to stay in the same place, i.e. at home, if he has a problem during classes, he may ask a parent for help" (guardian 885).

Table 3

Selected Aspects of Communication During Social Isolation

	*t**	*df*	Significance (two-tailed)	Mean difference	Upper limit**	Lower limit**
Child activity	–34.23	711	0.000	–1.20	–1.27	–1.13
Contact with teachers	–48.33	711	0.000	–1.48	–1.54	–1.42
Peer relationships	–64.80	711	0.000	–1.68	–1.74	–1.63

Note. * One-sample t-test, test value = 3.

** 95% confidence interval for the difference of means.

Source: authors' own work.

[5] Multiple-choice questions were used, the answers do not add up to 100%.

Some parents pointed to the use of the possibilities offered by mediated communication and information and communication tools, the use of multiple media (film, music, presentations, graphics, etc.), improved IT competences, or developing learning competences (e.g. cognitive independence and searching for information on one's own), which have an impact on learning processes and make it possible to develop interests and abilities.

"The use of various interesting forms of presenting the topic (...), multimedia and the Internet. (...) It teaches children to search for knowledge in various places, not only from the textbook" (guardian 231).

"My daughter became more independent and responsible – she logged into the lessons herself, looked for interesting activities on the computer" (guardian 2556).

"The child's acquaintance with educational programs/platforms. Acquiring the ability to use platforms independently, for example, to learn to play chess or learn a foreign language" (guardian 373).

Remote education undoubtedly had an impact on the social competences of many students, who at that time felt lost, lonely, and suffered from a lack of peer contact. Mediated communication impoverishes relations, and in the opinion of parents, contact via the camera will not replace direct contact.

"Isolation, retardation of children's development in the social context, as well as strengthening the sense of loneliness (...)" (guardian 1430).

"(...) contact through the webcam (...) is not the same as at school" (guardian 1730).

As mentioned, the teachers tried to diversify the online lessons. They tried to keep students' interest and activity in the classroom by using various forms of indirect communication and using the possibilities offered by the Internet and IT tools. This form of communication also made it possible to reduce some communication noises that children experienced in the classroom, i.e., noise, distraction by other students, or jamming the teacher. At home, the child could focus on what the teacher was saying, did not feel pressure from other students, did not hear their comments and did not see the reaction (non-verbal and verbal messages) to what he had just said. It made it possible for students to open up more and increase their activity during online lessons.

"The student was not afraid of the teacher, he was not ashamed of the class, which made him more active during the lessons (...)" (guardian 258).

"My child could focus on the content and knowledge provided by the teacher and was not distracted by his colleagues, because he only saw the teacher on the screen most of the time (...)" (guardian 631).

"(...) the son overcame his shyness through remote learning, the teacher during these classes paid attention to each student and encouraged them to speak, no student was omitted, everyone worked as one well-coordinated group (...)" (guardian 2115).

There were many statements about the limitation of contacts and the regression of social competences but few statements about the possibility of maintaining relationships and maintaining daily contact and conversations between students and the teacher.

"Daily opportunity to see friends (...)" (guardian 506).

"The children did their homework together by connecting via the computer (...)" (guardian 887).

"Contact with the teacher online – almost face to face, contact with peers" (guardian 1139).

Single parents appreciated the efforts and contribution of teachers to this form of learning and communication with students.

"The most important advantage of distance learning is the fact that the teacher is very committed to raising the level of teaching in these very unfavorable conditions" (guardian 965).

"My son has a teacher by vocation, so these lessons really did not differ from those in school (...)" (guardian 2284).

Another disturbing aspect arising from the parents' statements is the lack of self-reliance in the work of students, self-regulation in learning, but also the revealed attitudes of parents who teach their children from an early age that if they do not know something or are unable to do so, others can do it for or instead of them. Instead of teaching children independence in learning and searching for information, they provide them with ready-made solutions, which not only is not conducive to the development of the student but also undermines willingness and cognitive curiosity, so important in developing skills.

"(...) Many parents told their children what was going on and what disturbed their learning (...)" (guardian 1730).

Summary and Discussion of the Results

Effective work with gifted students requires appropriate competences (Romaniuk & Jabłonowska, 2022). In educational situations, communication is a key issue for understanding and describing, as well as the educational impact, which Morreale, Spitzberg, and Barge understand is about organizing and communicating messages in such a way as to give them a specific meaning. Communication competences provide a framework for making choices about how to communicate to build strong relationships and perform tasks (Morreale et al., 2007). McLuhan believes that the medium is more important than the message itself, as it shapes and controls the scale and form of interpersonal relations as well as human activities (McLuhan, 2005).

In fact, the same content communicated through different media changes its meaning. In the face of the pandemic and school closure, teachers faced an enormous challenge. They had to replace the existing proven forms and methods of work and methods of communication with forms of remote work and mediated communication. At that time, teachers mainly chose video meetings during which they conducted lessons from among the available forms.

Often, these meetings were supplemented with additional materials sent for independent work, interactive exercises, shared videos, and content related to the topics discussed, or graphic materials. We can see comparable results in the texts of other authors (Buchner & Wierzbicka, 2020; Omyła-Rudzka, 2021). Some parents appreciated the teachers' contribution to making the classes more attractive and maintaining children's interest and activity during online lessons through the use of interesting forms of presenting the topic, using multimedia, films, music and presentations. Many parents believed that nothing and no one could replace the teacher, and the lessons taught in the classroom.

While the systemic support for gifted students was visible before the pandemic (Łukasiewicz-Wieleba & Romaniuk, 2020), the surveyed parents did not mention it in their statements regarding remote education during the crisis. The burden of learning self-regulation in learning or developing skills by limiting social contacts and changing the manner of communication rested with parents and guardians. There is also no individualization of communication with a gifted student. No attempts to establish additional contacts for capacity development were indicated. Neither solutions nor possibilities for enhancing the development of social abilities through indirect communication were mentioned.

Gifted students were left on their own to develop their abilities and treated in the same way as the rest in terms of communication. Strengthening IT competences came at the expense of social competences, and therefore communication skills. Communication via computer has been reevaluated and reduced to the functionality of the technical transmission of information, without the emotional charge and nuances of non-verbal communication. In the case of the analyzed group of children in early childhood education, depriving them of the possibility of being in a peer group for such a long time may result in far-reaching, negative consequences.

Transferring communication to a virtual space, where interactive communication between the school community was not interpersonal in nature, and there was no direct contact and non-verbal elements, created a space for dishonest communication, avoiding contact with the teacher (Kaźmierska, 2019; Maj, 2008) or for children to be helped by their parents (Trzcińska-Król et al., 2021). In the described research, parents pointed to avoiding the teacher's questions, simulating presence in online lessons, lack of mutual stimulation of students or lack of independence and self-regulation in learning. Despite the teachers' efforts to cope with distance education and to maintain some normality by conducting virtual meetings with the class, the parents formed a poorer opinion of the contact with teachers, the child's activity, and peer relations when learning took place using indirect communication means. Only a few parents saw value in this form of communication, in which it is possible to maintain contact with the teacher and peers.

The barriers and errors in mediated communication include problems with signal transmission, broadcaster problems, problems with coding, problems with receiving and decoding information and problems with understanding and answering (Jagieła, 2004). The main difficulties connected with remote education were technical problems with the Internet connection and in the case of one in five children of respondents – the hardware enabling communication with the teacher and participation in the lesson, or software. Comparable results were obtained in the CEBOS study (Omyła-Rudzka, 2021). In the presented research, the respondents also pointed to other communication noises that hinder the understanding of messages and the answer. In this regard, they listed: sounds made by younger siblings, the sound of renovation, noise, or the sound of remote work of parents. A barrier the respondents also indicated was lack of a permanent place to learn and communicate. Only 26.4% of the children of the surveyed parents had comfortable conditions for communicating with the teacher and actively participating in the lessons. This was facilitated by having your own computer, working in your own room, maintaining privacy, and having a decent quality internet connection.

The presented research reveals many problems and disadvantages associated with communication in remote education. Almost one in three tutors of a student with grades 1–3 do not see any advantages of remote education. There are few works that discuss the positive aspects of this form of education. Pyżalski's research shows that only about 5% of children actually benefited from this form of education (Pyżalski, 2021). Despite the increase in access to knowledge through remote education, the social costs of isolation related to the inability to conduct direct communication turned out to be too high.

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